

**Texas Education Agency  
Standard Application System (SAS)**

**2015–2020 Texas Title I Priority Schools, Cycle 4**

<b>Program authority:</b>	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003 (g)	<b>FOR TEA USE ONLY</b> Write NOGA ID here:  <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;">           RECEIVED            TEXAS EDUCATION AGENCY            2015 AUG 19 PM 4: 17            DOCUMENT CONTROL CENTER            INFORMATIONAL GRANTS         </div>
<b>Grant period:</b>	January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	
<b>Application deadline:</b>	5:00 p.m. Central Time, August 20, 2015	Place date stamp here.
<b>Submittal information:</b>	Six complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;">           Document Control Center, Division of Grants Administration            Texas Education Agency            1701 North Congress Ave            Austin, TX 78701-1494         </div>	
<b>Contact information:</b>	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name	County-District #	Campus name/#	Amendment #
Victoria ISD	235902	Rowland Elementary/110	
Vendor ID #	ESC Region #	US Congressional District #	DUNS #
746002453	3	27	06-946-8114
Mailing address		City	State ZIP Code
102 Profit Drive		Victoria	TX 77901

**Primary Contact**

First name	M.I.	Last name	Title
Tammy	L	Sestak	Director of Federal Programs
Telephone #	Email address		FAX #
361-788-2898 x41116	tammy.sestak@visd.net		361-788-9302

**Secondary Contact**

First name	M.I.	Last name	Title
Tammy	L	Garza	Principal
Telephone #	Email address		FAX #
361-788-9549	tammy.garza@visd.net		361-788-9902

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
Robert		Jaklich, Ed D	Superintendent
Telephone #	Email address		FAX #
361-788-9202	robert.jaklich@visd.net		361-788-9643
Signature (blue ink preferred)		Date signed	

*Only the legally responsible party may sign this application.*

8/17/15

**Schedule #1—General Information (cont.)**

County-district number or vendor ID: 235902

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100) – SEE NOTE	See Important Note for Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200) – SEE NOTE		<input type="checkbox"/>
9	Supplies and Materials (6300) – SEE NOTE		<input type="checkbox"/>
10	Other Operating Costs (6400) – SEE NOTE		<input type="checkbox"/>
11	Capital Outlay (6600/15XX) – SEE NOTE		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

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By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 235902

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 235902

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements.</li> <li>2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable.</li> <li>3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions</li> <li>4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality.</li> <li>5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding.</li> <li>6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.</li> </ol>
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
7.	<p>The LEA/campus provides assurance that if it selects to implement the <b>transformation model</b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> <li>(A) Replace the principal who led the school prior to commencement of the transformation model;</li> <li>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> <li>i. Take into account data on <b>student growth</b> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</li> <li>ii. Uses the definition of <b>student growth</b> as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of</li> </ol> </li> </ol> </li> </ol>

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	<p>the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.</p> <p>iii. Are designed and developed with teacher and principal involvement;</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p> <p>2. Deliver comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increase learning time and creating community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:</p> <p>i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.</p> <p>ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.</p> <p>iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.</p> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>
8.	<p>The LEA/campus provides assurance that if it selects to implement the <b>Texas state-design model</b>, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an <b>Early College High School</b> (ECHS). In doing so, the LEA/campus will implement the following:</p> <p>1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.</p> <p>2. Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree.</p>

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3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.
4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.
5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081; and students historically underrepresented in college courses. In developing and providing the more intensive supports, , the LEA/campus will have:
  - (A) Data to identify the population at risk of dropping out of school;
  - (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
  - (C) Early College brochures in all languages relevant to the school community;
  - (D) Written communication plan for relevant target audiences: parents, community members, school board.

**Adapted from Texas Early College High School Blueprint, Benchmark 1.**

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:
  - (A) Partnership between the school district and an institute of higher education (IHE) that:
    - i. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
    - ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
    - iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
  - (B) Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.
  - (C) Contract/partner with a Texas Early College High School demonstration site. Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in early 2015-2016

**Adapted from Texas Early College High School Blueprint, Benchmark 2.**

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.

**Adapted from Texas Early College High School Blueprint, Benchmark 3.**

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:

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- (A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree.
- (B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.
- (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathway to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.
- (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.
- (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.
- (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

**Adapted from Texas Early College High School Blueprint, Benchmark 4.**

By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students. **Adapted from Texas Early College High School Blueprint, Benchmark 5.**

9. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:
- (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;
  - (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.
  - (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.
  - (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

**Adapted from Texas Early College High School Blueprint, Benchmark 6.**

The Texas concept for an Early College High School is fully described in the following resources:

- [Texas Education Agency, Early College High School program](#)
- [Texas Education Code §29.908](#)
- [Texas Administrative Code §4.161](#)
- [19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: Commissioner's Rules Concerning Early College Education Program](#)

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

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9.	<p>The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school year.</p> <p>The LEA/campus provides assurance that if it selects to implement the <b>Early Learning Intervention Model</b> in an elementary school, the campus will implement in accordance with the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Offer full-day kindergarten.</li> <li>2. Establish or expand a high-quality preschool program.  A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have: <ol style="list-style-type: none"> <li>(A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;</li> <li>(B) High-quality professional development for all staff;</li> <li>(C) A child-to-instructional staff ratio of no more than 10 to 1;</li> <li>(D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;</li> <li>(E) A full-day program;</li> <li>(F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;</li> <li>(G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;</li> <li>(H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;</li> <li>(I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;</li> <li>(J) Program evaluation to ensure continuous improvement;</li> <li>(K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;</li> <li>(L) Evidence-based health and safety standards.</li> </ol> </li> <li>3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program.</li> <li>4. Provide educators, including preschool teachers, time for joint planning across grade levels.</li> <li>5. Replace the principal who led the school prior to the commencement of the early learning model.</li> <li>6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> <li>(A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</li> <li>(B) Are designed and developed with teacher and principal involvement;</li> </ol> </li> <li>7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who,</li> </ol>
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after ample opportunities have been provided for them to improve their professional practice, have not done so.

8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators.
9. Use data to identify and implement an instructional program that is:
  - (A) Research-based;
  - (B) Developmentally appropriate;
  - (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
  - (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.
10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
  - (A) Aligned with the school's comprehensive instructional program
  - (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.
12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).
13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.
14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

The LEA/campus provides assurance that if it selects to implement the **turnaround model**, the campus will meet all of the following federal requirements:

1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;
2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
  - (A) Screen all existing staff and rehire no more than 50 percent; and
  - (B) Select new staff
3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

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5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
  - (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
  - (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
  - (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
9. Provide appropriate social-emotional and community-oriented services and supports for students.

If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:

11.

1. Implement an evidence-based whole-school reform in partnership with a model developer.
  - (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: <http://www2.ed.gov/programs/sif/sigevidencebased/index.html>  
These approved models are supported by:
  - (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
  - (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.
  - (C) A study which used a large sample and multi-site sampling.
3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.
4. The whole-school model must implement the model for all students in the school.
5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:
  - (A) School leadership
  - (B) Teaching and learning in at least one full academic content area

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	<p>(C) Non-academic supports for students</p> <p>(D) Family and community engagement</p>
12.	<p>The LEA/campus provides assurance that if it selects to implement the <b><u>restart model</u></b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.</li> <li>2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated by:             <ol style="list-style-type: none"> <li>(A) significant improvement in academic achievement</li> <li>(B) success in closing achievement gaps either within a school or relative to other public schools</li> <li>(C) High school graduation rates</li> <li>(D) No significant compliance issues in the areas of civil rights, financial management and student safety.</li> </ol> </li> <li>3. Enroll, within the grades it serves, any former student who wishes to attend the school.</li> </ol> <p>If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.</p>
13.	<p>The LEA/campus provides assurance that if it selects to implement the <b><u>closure model</u></b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.</li> </ol> <p>A grant for school closure is a one-year grant without the possibility of continued funding.</p>
14.	<p>The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification.</p> <p>Under federal regulations for this program, a <b><u>Rural LEA applicant</u></b> may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: <a href="http://www2.ed.gov/programs/reaprlisp/eligible14/index.html">http://www2.ed.gov/programs/reaprlisp/eligible14/index.html</a></p>
15.	<p>The LEA/campus provides assurance that if it selects to implement the <b><u>Whole-School Reform model</u></b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Implement an evidence-based whole-school reform in partnership with a model developer.             <ol style="list-style-type: none"> <li>(A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.</li> </ol> </li> <li>2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: <a href="http://www2.ed.gov/programs/sif/sigevidencebased/index.html">http://www2.ed.gov/programs/sif/sigevidencebased/index.html</a> These approved models are supported by:             <ol style="list-style-type: none"> <li>(A) A study of efficacy that meets What Works Clearinghouse evidence standards.</li> </ol> </li> </ol>

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	<p>(B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.</p> <p>(C) A study which used a large sample and multi-site sampling.</p> <p>3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.</p> <p>4. The whole-school model must implement the model for all students in the school.</p> <p>5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:</p> <p>(A) School leadership</p> <p>(B) Teaching and learning in at least one full academic content area</p> <p>(C) Non-academic supports for students</p> <p>(D) Family and community engagement</p>
16.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
17.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met though the proposed program.
18.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
19.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
20.	<p>The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework.</p> <p>If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.</p>
21.	<p>The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA.</p> <p>The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.</p>
22.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
23.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
24.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
25.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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By TEA staff person:

**Schedule #4—Request for Amendment**

County-district number or vendor ID: 235902

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

**Revised Annual Budget Breakdown**

Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total Budget Request
\$	\$	\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 235902

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 235902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation, and sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

NOW is the time for transformation and reform. Rowland Elementary School is entering its 3<sup>rd</sup> year as a priority campus with an Improvement Required rating. The campus has engaged in thorough data analysis, root cause identification and improvement planning. During the summer of 2014, a new principal was assigned to the campus, and Rowland Elementary School, with full support from the VISD district administrative team embarked on a path of system transformation and sustained reform. Over the past year, a strong leadership team emerged, critical staff, curriculum and instructional changes were made and experienced teachers were recruited to join the team. Structures have been implemented, and expectations of excellence have been established. Receipt of the TTIPS grant and full implementation of the **Early Learning Intervention Model** will give the campus the resources and tools to build on their improvement work and quickly accelerate from an IR campus to a **Met Standard campus earning Distinction Designations**. As a team, the Rowland Elementary School staff has developed a true **vision of Excellence**. The definition of reform is to make changes to improve, and Rowland staff members have embraced this definition, put aside their personal agendas and committed to making positive changes for their students. The campus and district staff have committed to a **focus on school reform by engaging wholeheartedly in the TAIS improvement planning processes**. Difficult decisions and conversations have occurred and have resulted in a united team determined to lead the students, families and community served by Rowland to high levels of achievement. With implementation of the activities outlined in the campus improvement plan and this TTIPS application, Victoria ISD and Rowland Elementary staff fully expect Rowland students to **meet or exceed all progress measures and experience accelerated achievement resulting in performance at or above grade level expectations**. Upon receipt of the TTIPS grant, the campus will have the **operational flexibility** to build a fully inclusive, universal early childhood program, utilize supplemental staff to create schedules providing for individualized teaching and learning time, obtain supplemental technology and resources to increase student engagement, engage in on-going job-embedded professional development, provide continuous support for teachers, students and families, address the social-emotional needs of students and families, and extend learning time beyond the tradition day, week and year.

With the TTIPS grant, Rowland will build **organizational structures** that ensure students, families and staff members engage in goal-setting and receive the support necessary to achieve their goals. Additional early childhood classrooms will allow all students to attend prekindergarten, and smaller class sizes and student to teacher ratios will ensure staff has the time and resources needed to use the *CLI Engage* platform to track student growth and address the unique needs of individual students. The addition of an early childhood instructional coach will ensure that teachers in grades PK – 1 have continuous support and access to coaching regarding early childhood standards, developmentally appropriate instruction and high yield instructional strategies. Part-time reading specialists who provide one-on-one or small group support to 1<sup>st</sup> and 2<sup>nd</sup> graders who are reading below grade level will lead to confident successful readers in grades 3-5. Family support will be provided through the addition of the campus social worker and grant counselor. Both of these individuals will reach out to families and provide services to eliminate barriers that are interfering with the family's commitment to education and the student's academic success. The social worker and counselor, along with campus and district administrators, will build strong parent advisory teams that provide valuable input and assist with decision making. The organizational structures established will result in a true community of learning and support.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 235902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Over the course of the past year, campus and district staff have worked to build the campus's **capacity and resources**. Receipt of the TTIPS grant will accelerate this process by providing extensive opportunities for teacher training as well as support in the implementation of improvement strategies. With grant funds, the campus will identify, train, and support "campus experts" in each improvement initiative. The experts will work with their teammates to execute initiatives with fidelity and consistency and will become true teacher leaders. Capacity will also be built with the creation of a strong mentoring program and support system for new or struggling teachers. Mentors will have operational flexibility needed to work side by side with their peers to coach them through tasks that have been identified as challenges. The support provided to new and/or struggling teachers will result in high levels of teacher retention and improved instructional capacity. Additional resources obtained with grant funds will support the campus improvement initiatives. Resources will be research-based, highly engaging and aligned to state standards. Increased access to technology will allow students to explore and practice new content, problem solve, research, summarize, apply learning and make comparisons as staff members work to encourage higher level thinking, problem solving and metacognition.

Strong communication is critical to the improvement process. Over the past year, open and honest communication from campus staff, students and parents has been encouraged, welcomed and utilized to initiate needed changes. Receiving the TTIPS grant will allow the campus to establish additional **communication structures** to accelerate the school's improvement work. Communication with families and community members will not only be encouraged but it will be solicited through numerous outreach efforts. School to parent communication will be greatly enhanced through the work of the grant counselor and social worker. These individuals will work closely with campus staff to identify families or students in need of assistance and to reach out and offer support and assistance to the identified families. Communication with families will be strengthened by assisting families in addressing the social-emotional needs of their family members. When necessary, the social worker and counselor will act as a liaison between the school and families to strengthen partnerships with the ultimate goal of increased family engagement and student success. Grant funds will also enhance communication structures in place for staff. Grade levels will meet weekly in PLCs with their designated instructional coach to analyze data, plan instruction, problem solve and celebrate successes. The addition of the early childhood instructional coach will ensure that all coaches have more time to be in classrooms providing direct support for teachers. Added instructional staff will positively impact the amount of time teachers have available for small group and individualized instruction. As a result, staff members will have more knowledge of student mastery, closely tracking student progress. The smaller student to teacher ratios will result in better communication regarding the needs of each student. Increased opportunities for professional development will result in increased communication regarding best practices in curriculum design and instructional delivery.

Bobby Unser, a retired American automobile racer, once stated, "Success is where preparation and opportunity meet." Rowland Elementary staff members, with support from Victoria ISD, have engaged in thoughtful and comprehensive preparation during the improvement planning process. Implementation of the Early Learning Intervention Model through TTIPS funding is the opportunity that will accelerate their improvement efforts and lead them to great success. Being awarded the TTIPS grant will, undoubtedly, result in **accelerated achievement, system transformation, and sustained reform**.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 235902 Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015. Fund code: 276

**Budget Summary**

Schedule #/Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Amount of Year 1 as Pre- award	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Year 5 Program Cost	Year 5 Admin Cost	Total Budgeted Cost across all Years
#7-Payroll Costs	6100	\$199741	\$17500	\$0	\$944421	\$35000	\$944421	\$35000	\$944421	\$35000	\$944421	\$35000	\$4134925
#8-Professional and Contracted Services	6200	\$45500	\$0	\$0	\$100500	\$0	\$95500	\$0	\$72500	\$0	\$48500	\$0	\$362500
#9-Supplies and Materials	6300	\$353384	\$0	\$0	\$110000	\$0	\$95000	\$0	\$117111	\$0	\$75000	\$0	\$750495
#10-Other Operating Costs	6400	\$25000	\$0	\$0	\$34000	\$0	\$34000	\$0	\$34000	\$0	\$34000	\$0	\$161000
#11-Capital Outlay	6600/ 15XX	\$255000	\$0	\$0	\$0	\$0	\$157500	\$0	0	0	0	\$0	\$412500

☐ Yes ☐ No

Consolidate Administrative Funds

Percentage% indirect costs  
(see note):

N/A

\$26431

N/A

\$24446

N/A

\$31321

N/A

\$23401

N/A

\$125695

Grand total of budgeted costs  
(add all entries in each column):

878625

\$43931

\$0

1188921

\$59446

1326421

\$66321

1168032

\$58401

1101921

\$55096

\$5947115

**Administrative Cost Calculation**

Enter the total grant amount requested:

\$5,947,115

Percentage limit on administrative costs established for the program (5%):

x .05

Multiply and round down to the nearest whole dollar. Enter the result.

\$297,355.75

This is the maximum amount allowable for administrative costs, including indirect costs:

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.  
NOTE:

- No more than \$2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years.
- Year 5; operating in school year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

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By TEA staff person:

RFA #701-15-107; SAS #191-16  
2015-2020 Texas Title I Priority Schools, Cycle 4

**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 235902

Amendment # (for amendments only):

Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Amount of Year 1 to be used as Pre-Award	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Year 5 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional									
1 Teacher	4	0	\$20000	\$0	\$200000	\$200000	\$200000	\$200000	\$825000
2 Educational aide	6	0	\$18000	\$0	\$90000	\$90000	\$90000	\$90000	\$390000
3 Tutor – part time	4	0	\$20000	\$0	\$50000	\$50000	\$50000	\$50000	\$225000
Program Management and Administration									
4 Grant Manager	0	1	\$7500	\$0	\$15000	\$15000	\$15000	\$15000	\$67500
5 DCSI	0	1	\$7500	\$0	\$15000	\$15000	\$15000	\$15000	\$67500
6	0	0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Auxiliary									
7 Grant Secretary	1	0	\$10000	\$0	\$20000	\$20000	\$20000	\$20000	\$90000
8	0	0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
9	0	0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Employee Positions									
10 Social Worker/ Family Support Specialist	1	0	\$20000	\$0	\$60000	\$60000	\$60000	\$60000	\$270000
11 Grant Counselor	1	0	\$20000	\$0	\$60000	\$60000	\$60000	\$60000	\$270000
12 Early Childhood Instructional Coach	1	0	\$20000	\$0	\$55000	\$55000	\$55000	\$55000	\$250000
13	Subtotal employee costs:		\$143000	\$0	\$565000	\$565000	\$565000	\$565000	\$2455000
Substitute, Extra-Duty Pay, Benefits Costs									
14 6112 Substitute pay			\$2500	\$0	\$8500	\$8500	\$8500	\$8500	\$38500
15 6119 Professional staff extra-duty pay			\$25000	\$0	\$206220	\$206220	\$206220	\$206220	\$899880
16 6121 Support staff extra-duty pay			\$10000	\$0	\$57120	\$57120	\$57120	\$57120	\$268480
17 6140 Employee benefits			\$19241	\$0	\$142581	\$142581	\$142581	\$142581	\$605772
18 61XX Tuition remission (IHEs only)			\$0	\$0	\$0	\$0	\$0	\$0	\$0
19	Subtotal substitute, extra-duty, benefits costs		\$56741	\$0	\$414421	\$414421	\$414421	\$414421	\$1812632
20	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$199741	\$0	\$979421	\$979421	\$979421	\$979421	\$4,267,632

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By TEA staff person:

RFA #701-15-107; SAS #191-16  
2015–2020 Texas Title I Priority Schools, Cycle 4

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration Administering a Grant page.

Schedule #8—Professional and Contracted Services (6200)										
County-district number or vendor ID: 235902										Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.										
<b>Professional and Contracted Services Requiring Specific Approval</b>										
Expense Item Description		Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years		
6269	Rental or lease of buildings, space in buildings, or land	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
Specify purpose:										
6299	Contracted publication and printing costs (specific approval required only for nonprofits)	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
Specify purpose:										
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
<b>Professional Services, Contracted Services, or Subgrants</b>										
#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years	
1	Extended day, on-campus enrichment such as art, dance, karate, sports lessons or team participation to increase family/community engagement	<input type="checkbox"/>	\$0	\$0	\$25000	\$30000	\$30000	\$30000	\$65000	
2	The Writing Academy – Student Writing Camp (4 days of onsite teaching with campus staff actively engaged as facilitators and learners)	<input type="checkbox"/>	\$10500	\$0	\$10500	\$10500	\$10500	\$0	\$0	
3		<input type="checkbox"/>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
4		<input type="checkbox"/>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
5		<input type="checkbox"/>	0	\$0	\$0	\$0	\$0	\$0	\$0	
6		<input type="checkbox"/>	\$0	\$0	0	\$0	0	\$0	\$0	
b.	Subtotal of professional services, contracted services, or subgrants:		\$10500	0	35500	40500	40500	30000	\$157000	
a.	Subtotal of professional and contracted services requiring specific approval:		\$0	0	0	0	0	0	0	
b.	Subtotal of professional services, contracted services, or subgrants:		10500	0	35500	40500	40500	30000	\$157000	
c.	Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$35000	\$0	\$65000	\$55000	\$32000	\$18500	\$205500	
(Sum of lines a, b, and c) Grand total			\$45500	\$0	\$100500	\$95500	\$72500	\$48500	\$362500	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #9—Supplies and Materials (6300)												
County-District Number or Vendor ID: 235902						Amendment number (for amendments only):						
Expense Item Description												
Technology Hardware—Not Capitalized												
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6399	1	Desktop computers	Increased access to accelerated instruction programs and student engagement	142	\$589							
	2	Tablets	increased student engagement / interactive reading programs for early childhood students and small group instruction (10 per classroom for grades PK-1 <sup>st</sup> )	170	\$486	\$188384	\$0	\$0	\$0	\$37111	\$0	\$225495
	3	Wireless Access Points	Ensure adequate access to wireless internet for new technology	15	\$1000							
	4	Interactive White Boards	Provide engaging, developmentally appropriate instruction in classrooms	25	\$1750							
6399	Technology software—Not capitalized											\$215000
6399	Supplies and materials associated with advisory council or committee											\$0
	Subtotal supplies and materials requiring specific approval:											\$440495
	Remaining 6300—Supplies and materials that do not require specific approval:											\$310000
	Grand total:											\$750495

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)									
County-District Number or Vendor ID: 235902		Amendment number (for amendments only):							
Expense Item Description	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years		
6412 Travel for students (includes registration fees; does not include field trips): Specify approval required only for nonprofit organizations. Specify purpose: extended day/year transportation	\$0	\$0	\$7500	\$7500	\$7500	\$7500	\$30000		
6413 Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
6419 Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose: parent attendance at parental involvement conference	\$0	\$0	\$1500	\$1500	\$1500	\$1500	\$6000		
6411/6419 Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
6429 Actual losses that could have been covered by permissible insurance	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
6490 Indemnification compensation for loss or damage	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
6490 Advisory council/committee travel or other expenses	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
6499 Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
6499 Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
Subtotal other operating costs requiring specific approval:		\$0	\$9000	\$9000	\$9000	\$9000	\$36000		
Remaining 6400—Other operating costs that do not require specific approval:		\$25000	\$25000	\$25000	\$25000	\$25000	\$125000		
Grand total:		\$25000	\$34000	\$34000	\$34000	\$34000	\$161000		

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. For more information about field trips as well as a list of unallowable costs and costs that do not require specific approval, see the Budgeting Costs Guidance Handbook, in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant page](#).

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**Schedule #11—Capital Outlay (6600/15XX)**

County-District Number or Vendor ID: 235902				Amendment number (for amendments only):						
15XX is only for use by charter schools sponsored by a nonprofit organization.										
#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6669/15XX—Library Books and Media (capitalized and controlled by library)										
1		N/A	N/A	\$	\$	\$	\$	\$	\$	\$
66XX/15XX—Technology hardware, capitalized										
2	Mobile computer labs – laptop carts (25 laptops + cart+printer)	9	\$22500	\$45000	\$0	\$0	\$157500	\$0	\$0	\$202500
3			\$	\$	\$	\$	\$	\$	\$	\$
7			\$	\$	\$	\$	\$	\$	\$	\$
8			\$	\$	\$	\$	\$	\$	\$	\$
66XX/15XX—Technology software, capitalized										
9			\$	\$	\$	\$	\$	\$	\$	\$
10			\$	\$	\$	\$	\$	\$	\$	\$
11			\$	\$	\$	\$	\$	\$	\$	\$
12			\$	\$	\$	\$	\$	\$	\$	\$
13			\$	\$	\$	\$	\$	\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles										
14	Outdoor Learning Environment Equipment for outdoor activities aligned to PK standards and Kindergarten/1 <sup>st</sup> grade TEKS as well as fine & gross motor development	1	150000	\$150000	\$	\$	\$	\$	\$	\$
15	Furniture for offices of grant personnel (social worker, counselor, secretary)	3	\$5000	\$15000	\$	\$	\$	\$	\$	\$
16	Furniture for additional early childhood classrooms (2 prekindergarten, 1 kindergarten)	3	\$15000	\$45000	\$	\$	\$	\$	\$	\$

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RFA #701-15-107; SAS #191-16

2015–2020 Texas Title I Priority Schools, Cycle 4

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

RFA #701-15-107; SAS #191-16  
2015-2020 Texas Title I Priority Schools, Cycle 4



Schedule #12—Demographics and Participants to Be Served with Grant Funds			
County-district number or vendor ID: 235902		Amendment # (for amendments only):	
<b>Part 1: Student Demographics- Data.</b> Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Category	Number	Percent	Data Source
Total Enrollment	461		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American	47	10.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic	310	67.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White	87	18.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian	6	1.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged	354	76.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP)	13	2.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Special Education	45	9.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	182		ESchoolPlus "Discipline Incident Counts by Month" report for 2014-2015
Disciplinary placements in In-School Suspension	120		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	22		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in DAEP	6		2014-2015 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	0		2014-2015 PEIMS report #425; code #C164
Attendance rate		96.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		NA%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		NA%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2015 standard, mathematics (standard accountability indicator)	73	44%	2014 TAPR –used 2014 data since 2015 passing data was not released
STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator)	89	64%	TEA 2015 Accountability Summary Report.
ACT and/or SAT- Class of 2014, percent students Tested		NA%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2014, percent At/Above Criteria		NA%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	NA		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	NA		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE)		NA%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 235902

Amendment # (for amendments only):

**Part 2: Student Demographics- Comments**

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Additional student demographic data that impacts the Rowland Elementary campus includes:

- According to the 2014 Accountability Summary Report, the campus mobility rate for Rowland Elementary was 26.3% compared to state average of 17.1%. The mobility rate rose to 26.7% as reported on the 2015 Accountability Summary.
- In 2014-2015, 57% of discipline referrals were coded as persistent misbehavior, disobedience or disruption of school activity. Repeat offenders
- The attendance rate for 2014-2015 was 95.5% which is a .8% decrease from the previous year.
- Campus enrollment has remained fairly stable with 461 students reported on 2014 Accountability Summary, 445 students reported on the 2015 Accountability Summary and 449 students currently registered for the 2015-2016. The addition of 2 prekindergarten classrooms and one kindergarten classroom would bring enrollment to approximately 500 students.
- 47% of students met the phase-in standard on the 2015 STAAR in writing.
- 35% of students met the phase-in standard on the 2015 STAAR in science.
- 63% of students met or exceeded progress on the 2015 STAAR in reading, and 21% of students exceeded progress.
- The campus missed index 1 with a score of 54 and index index 3 with a score of 23.
- The campus accountability report indicates that Rowland ranked 37<sup>th</sup> of the 40 campuses in their comparison group in Closing the Performance Gaps.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 235902

Amendment # (for amendments only):

**Part 3: Staff Demographics- Data**

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	47		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	25	53%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	6	13%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	2	4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	14	30%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	1	4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	3	13%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	20	79%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	2	8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	11	44%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	4	16%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	3	13%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	5	18%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	42100		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	42668		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	44170		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	45949		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with over 20 Years	55881		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	14	23%	Victoria ISD HR records
Staff with Bachelor's degree as highest level attained	39	65%	Victoria ISD HR records
Staff with Master's degree as highest level attained	7	12%	Victoria ISD HR records
Staff with Doctoral degree as highest level attained	0	0%	Victoria ISD HR records

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 235902

Amendment # (for amendments only):

**Part 4: Staff Demographics- Comments**

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Additional staff demographic findings include:

- 39% of classroom teachers will be new to the campus during the 2015-2016 school year. This is a result of regular turnover plus the reconstitution efforts of the campus.
- The campus turnover rate of 39% for the 2014-2015 school year was significantly higher than the district turnover rate of 19%.
- 44% of teachers on the campus during the 2012-2013 school year had less than five years teaching experience. Current data from the Victoria ISD Human Resources department indicates that for the 2015-2016 school year, 57% of Rowland Elementary School teachers will have less than 5 years teaching experience. This indicates that, over time, turnover has resulted in a less experienced teaching staff.
- Of the nine classroom teachers who resigned at the end of the 2015 school year, one was a prekindergarten teacher and four were kindergarten teachers which means that 63% of the PK, PPCD, Kindergarten early childhood team will be new to the campus during the 2015-2016 school year. Only 17% of the prekindergarten and kindergarten homeroom teachers will be returning. This data supports the need for a focus on early childhood instruction and added support through an instructional coach designated for the early childhood program.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 235902

Amendment # (for amendments only):

**Part 5: Students to Be Served with Grant Funds.** Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
80	77	77	75	65	66	60	0	0	0	0	0	0	0	500

**Part 6: Teachers to Be Served with Grant Funds.** Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
6	4	4	4	3	3	3	0	0	0	0	0	0	0	25

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 235902

Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

**Part 1: Process Description.** Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The staff members of Rowland Elementary have engaged in ongoing data and root cause analysis, goal setting, improvement planning, implementation, monitoring and progress reporting. Teachers, instructional coaches, administrators, district staff, PSP, parents, community members and consultants participated in the process.

In April, campus and district teams including members listed above conducted a thorough data analysis to identify the campus's strengths and areas of concern. Discussions were held during strategic planning meetings, weekly PLCs and parent advisory meetings. Campus staff members worked in teams to identify root causes and develop goals connected to each area of concern. Team members attended TAIS training in June and worked to identify improvement strategies for each area. In early July after the TTIPS eligibility list was released, campus administrators met with district staff to review campus data and discuss whether the identified needs of the campus could be met within the TTIPS grant guidelines. After a thorough review of the campus's most current data, the team determined the Early Learning Model closely matched the needs of the campus. The campus leadership team then met to review the grant guidelines and the campus's identified needs. The team obtained input from district grant staff, special ed staff, the campus PSP and teachers. The team reviewed the campus's plan for improvement to ensure that grant activities were aligned with the school's systematic improvement efforts. Throughout July and August the campus leadership team met with teachers to plan and identify improvement activities and areas of focus to be included in the grant. Each grade level met with the campus leadership team and all input was compiled and aligned to ensure consistency across the campus.

Key activities/strategies used to facilitate decision making included review of student progress data, evaluation of current activities, PLC meetings, grade level brainstorming and planning sessions, a leadership team retreat and regular collaboration with the campus PSP and district staff. The steps of the CNA along with the summarized timeline were:

**Step 1: Identify the Purpose and Intended Outcomes of the CNA Process - April / May**

**Step 2: Determine Data Sources to be Collected and Analyzed – April / May**

**Step 3: Review and Analyze Data to Summarize Needs- May /June**

**Step 4: Conduct Root Cause Analysis and Prioritize Needs – June / July**

**Step 5: Use CNA Findings to Set Goals and Plan Improvement Strategies – July, August & ongoing**

Some of the findings and plans from the campus CNA include:

Problem Statement	Root Cause / Need	Strategies
Only 40% of students in PK-2 <sup>nd</sup> are reading on grade level at end of year.	Campus needs to monitor & track progress and provide early proactive support to struggling readers	Additional staff (IC, paraprofessionals, teachers) to provide small group support in PK – 2 <sup>nd</sup> grades
37% of 5 <sup>th</sup> graders passed STAAR science	Teachers need to understand grade level TEKS in science so they can deliver rigorous lessons that include hands-on activities	Create hands on learning environments and implement science lab schedule for all grades, teacher training
49% of 4 <sup>th</sup> graders passed STAAR Writing	Need systemic vertically aligned approach to writing across all grades	Guidelines for balanced literacy implementation, vertical collaboration
57% of discipline referrals came from small group of students with persistent misbehavior	Persistent misbehavior occurs as an avoidance mechanism when students are well below grade level.	Address social emotional needs of students, implement Positive Behavior Support strategies
Attendance rate of 95.5% had negative impact on achievement	Need more opportunities for positive interactions between homes and school	WatchDOGS program, family nights, mentors for truant students, social worker, counselor

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 235902

Amendment # (for amendments only):

**Part 2: Model Selection and Best-Fit.** Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- ☐ Transformation  
     ☐ with Rural LEA Flexibility modification
- ☐ Texas State-Design Model
- ☒ Early Learning Intervention Model
- ☐ Turnaround  
     ☐ with Rural LEA Flexibility modification
- ☐ Whole-School Reform
- ☐ Restart
- ☐ Closure

**Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school.** Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

May 2015 campus-based reading data (ISIP assessment) for Rowland Elementary is included in the table below:

Grade Level	% scoring at Tier 1 (on level)	% meeting progress measure
Prekindergarten	45%	49%
Kindergarten	39%	63%
1 <sup>st</sup> Grade	47%	55%
2 <sup>nd</sup> Grade	31%	67%

Additionally, 11% of 3<sup>rd</sup> graders, 13% of 4<sup>th</sup> graders and 9% of 5<sup>th</sup> graders reached Level III performance on the STAAR reading with the campus scoring in the bottom quartile for 5<sup>th</sup> grade reading performance among their comparison campuses. The campus accountability report also indicates that Rowland ranked 37<sup>th</sup> of the 40 campuses in their comparison group in Closing the Performance Gaps.

Cumulative campus data indicates that students lack the foundational skills necessary to be successful as they move into the intermediate grades. In order to ensure student success in grades 3 and up, the campus must focus on building a strong, research based instructional program in the early grades. Achievement gaps must be identified, effectively addressed and closed before students reach 3<sup>rd</sup> grade. Currently, the campus is often focused on providing intervention and remediation for 2<sup>nd</sup> -5<sup>th</sup> grade students who are already performing significantly below expectations. This model of remediation and intervention can be frustrating for students, parents and staff members.

Implementing the Early Learning Intervention Model will provide the campus with the resources necessary to ensure students in grades PK – 2<sup>nd</sup> received the support needed to exceed progress standards and develop the foundational skills that are critical to success. Enriching the instructional program in the early grades and being able to offer extensive, targeted support for young students while also addressing the unique needs of 3<sup>rd</sup>-5<sup>th</sup> grade students will ensure improvement for the campus.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 235902

Amendment # (for amendments only):

**Part 4: Model Selection-Stakeholder Input.** Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Victoria ISD and Rowland Elementary utilize a variety of methods to obtain parent and community input. Parents are included in campus and district Parent Advisory Committee meetings and on the District Strategic Planning Team. These meetings were held in May of 2015. During the end of year meetings, teams of parents, students, educators and community members engaged in a process designed to evaluate the impact of campus / district initiatives and identify steps for continued improvement. Parents worked with parent liaisons to identify specific priorities from the parent perspective. After the meeting, the list was compiled to be utilized in campus and district improvement planning efforts. When selecting the improvement model, the list of parent priorities was considered and was most closely aligned to the Early Learning Intervention Model. Parent priorities that aligned to the Early Learning Model included focusing on literacy development, training parents in how to help their students become better readers (professional development for parents), family support in dealing with non-academic issues and concerns, inclusion of all students, hands-on learning and full day prekindergarten for all students. The input provided by parents and community members who participated in the advisory and strategic planning meetings was extremely beneficial to the team when selecting the Early Learning Intervention Model.

Additionally, parents are included as members of the site-based decision making team. This team works collaboratively throughout the year to perform many tasks critical to school success including the development of the campus improvement plan. Parents also participate in face to face conferences twice each year with one conference being student led. Over 95% of parents attend these conferences and provide input in setting goals for their children. This input is considered in designing all instructional programs and initiatives on the campus. When the grant model was selected, all parent and community input was considered.

Family and community engagement will be a large focus of Rowland Elementary's grant implementation. A social worker and family counselor will be added to the campus staff. Their main job responsibility will be reaching out to families, bringing families and community into the school and ensuring a strong partnership between the school and parents/community. Special attention will be paid to families who have experienced truancy issues and to families of students with multiple discipline referrals. Students/families who fall into these two categories will be assigned a campus or community mentor to assist them in becoming more engaged in school activities.

Parents and community members will also be invited to quarterly planning meetings. During these meetings, campus staff and attendees will work collaboratively to evaluate the effectiveness of implemented engagement activities and plan upcoming opportunities for parent/community engagement. They will also review the latest student achievement data and discuss instructional strategies that have positively impacted student performance. Parents who assist with these planning activities will be encouraged to actively participate in designing, leading or assisting with future family/community engagement events.

In addition, parent academies will be designed to engage parents in learning the same instructional strategies being utilized in classrooms. During these sessions, parents will work with campus staff and with their own children to practice critical instructional strategies such as questioning, summarizing, inferencing and problem solving. School resources will be open to families and the community for extended day and/or extended year activities including homework centers where parents and students can work with campus staff/

Strong collaboration and partnerships between staff, students, parents and community members will be a critical component of the grant implementation and will be included in the grant performance goals and evaluation cycles.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 235902

Amendment # (for amendments only):

**Part 1: Staff Role and Qualifications.** List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	Collaborate with campus leadership team to implement improvement activities Monitor campus and engage in monthly feedback conferences with campus leadership Advocate for campus at district level and ensure operational flexibility for campus	Master's Degree with campus leadership experience Experience leading school improvement Thorough understanding of curriculum and instruction Strong knowledge of accountability and TAIS
2.	Grant Manager	Provide oversight and support to ensure alignment of grant activities and expenditures Visit campus regularly and facilitate planning of grant activities Prepare grant reports, participate in conferences with TEA, lead evaluation of grant activities, and encourage necessary adjustments	Master's Degree in Educational Leadership with campus leadership experience Experience leading school improvement efforts Knowledge of federal grant principles and reporting requirements
3.	Campus Social Worker	Conduct groups for students & families Provide individual support/instruction Consult & coordinate with school personnel and community agencies Encourage family/community engagement	Degree in Social Work or related field (Masters of Social Work preferred) Experience providing family support services in school or related setting
4.	Additional Counselor	Design appropriate interventions to meet social-emotional needs of at-risk students Encourage family/community engagement Lead individual or small group counseling sessions Provide positive behavior supports	Master's degree in counseling Valid Texas counseling certificate or LPC Experience assessing social/emotional needs of students, providing small group and individual counseling and working with community agencies
5.	Grant Secretary	Assist grant staff and grant manager to ensure alignment of grant and expenditures Assist with scheduling of grant activities Complete requisitions and inventory reports	High school diploma One to three years secretarial experience, preferably in public education environment Proficient word processing and file maintenance skills
6.	4 Teachers & 4 part-time tutors (reading specialists)	Implementation of universal prek and smaller PreK and Kinder classes (2 PreK, 1 Kinder) Support for hands-on Science instruction Tutors – provide individual or small group reading instruction	Bachelor's Degree Texas Teaching Certification Strong knowledge of curriculum and instruction and ability to effectively manage a classroom
7.	Instructional Paraprofessionals	Work collaboratively with PreK and Kinder teachers to ensure students have support and assist teachers in providing small group or individualized instruction	High school diploma Meet requirements of HQ paraprofessional Experience working in early childhood setting and providing instructional support
8.	Early Learning Instructional Coach	Provide support and job-embedded professional development for PreK – 1 <sup>st</sup> grade teachers	Texas Teaching Certification At least 5 years teaching experience working with at-risk students Ability to lead peers and knowledge of coaching techniques

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 235902

Amendment # (for amendments only):

**Part 2: External Provider Role and Qualifications.** List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	Content Area Consultants	Provide professional development in the areas of literacy and math with a focus on building teacher capacity Visit classrooms with instructional coaches/administrators and offer coaching suggestions	Experience working with schools through improvement process Extensive knowledge of curriculum and instruction and ability to communicate knowledge to implement change Thorough understanding of TEKS and vertical alignment
2.	Data-disaggregation Consultants	Provide professional development in data-disaggregation and use of data in improvement process Assist campus in identifying instructional implications of data trends	Experience working with schools through improvement process Extensive knowledge of data analysis techniques and use of data in instructional planning Experience with use of formative and summative assessment processes
3.	Student Engagement	Provide professional development and continued classroom support in specific strategies designed to increase student engagement	Experience working with schools through improvement process Extensive knowledge and proven track record for instructional strategies which improve student engagement
4.	Writing Academy for Students	Provide and deliver lessons aligned to writing TEKS and STAAR writing expectations to Rowland students while at the same time providing modeling and PD for teachers	Extensive knowledge of writing TEKS and STAAR writing expectations Strong presentation skills to host writing camp for students
5.	Extended Day Enrichment Activities	Provide after school enrichment classes for Rowland students with parental involvement encouraged	Community partner who provides enrichment classes for elementary age students Ability to engage students in enrichment opportunities Willing to provide classes on the Rowland campus with parent involvement
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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 235902

Amendment # (for amendments only):

**Part 3: Commitment and Succession.** Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Victoria ISD is committed to increased student achievement. The district has engaged in intensive, focused efforts to improve student performance at all campuses with particular attention being paid to priority schools. In the spring of 2015, elementary curriculum support positions were added to ensure that campuses would have access to high quality support in the areas of curriculum, instruction and assessment. District and campus initiatives have been carefully aligned to the Critical Success Factors through the TAIS process. Quarterly reviews have ensured a continued focus on established goals, strategies and data sources. The aligned structures and expectations have created a heightened sense of awareness and urgency regarding the need for improvement. The support and monitoring strategies that have been implemented ensure continued commitment of the campuses. Campuses are not working in isolation and have multiple supports to turn to when needed. When supported, campus staff members have great commitment to the improvement process.

Increased funding through the TTIPS grant will allow Rowland Elementary to continue on its path to improvement. Funds will be utilized to create a Community of Learning uniting students, staff, parents, community agencies and stakeholders in the quest to achieve campus goals. With this unity will come increased support, and with increased support will come increased commitment from all stakeholders. Structures, including monthly reviews, will be in place to support implementation, monitor progress and make immediate adjustments when necessary. Structures and strategies designed to address the social-emotional needs of students and families will ensure that students enter their classrooms ready and able to learn. On-site instructional coaches will work with external consultants to ensure high yield instruction is occurring in all classrooms. Coaches will be available daily to model instructional strategies, conduct classroom support visits, provide reflective feedback and monitor student growth. With increased success will come increased commitment. Failure will not be an option with the strong supports for students, teachers and parents in place. Commitment will also be enhanced through the implementation of a carefully constructed system of data-driven, progress-based incentives for staff members. In instances where there is a lack of commitment, teachers in need of assistance will receive individual support focused on goal setting related to student achievement. Individualized teacher improvement plans will be utilized to track teacher effectiveness and identify areas of need. If increased support does not result in increased commitment, VISD policies related to teacher contracts and teacher assignment will be followed.

Victoria ISD will use the TTIPS funds to ensure success of the Early Learning Model. The desire to sustain the project after the grant is complete is unanimous among all stakeholders. The work will not fall on one individual but will be completed by a team. Monthly planning sessions attended by the DCSI, the grant manager, the campus administrators, campus instructional coaches, the grant counselor and social worker and the PSP will ensure that all members of this leadership team are aware of grant initiatives and able to step in when necessary. The DCSI and grant manager will work to ensure that all district level administrators are aware of the grant work and to ensure that the campus has the operational flexibility necessary to fully implement the improvement efforts. When changes in personnel occur, the leadership team will ensure that the new staff members are quickly informed of grant activities and are aware of their specific duties regarding grant implementation.

Historically, VISD has committed to sustaining effective reforms implemented during TTIPS cycles and has been able to allocate local funds to continue personnel positions that were deemed critical to continued success. The structures and systems established during this five year cycle will be such that the momentum for change and improvement will continue well past the grant period. The primary aspect of this project that will ensure sustainability of reforms is that the activities and research-based models selected focus on building capacity for systemic progress and growth. Grant initiatives will ensure the creation of campus level experts and leaders at all levels to sustain high levels of student achievement. Continued focus on the Critical Success Factors and Federal Turnaround Principles will create a culture of success and sense of community that will prevail. The strong, effective leadership team developed during the grant process coupled with knowledgeable teachers and successful students will lessen the need for the intense job-embedded professional learning efforts utilized during the grant period and lay the foundation for growth beyond the grant. Strong partnerships with families and community agencies will equip campus staff with the tools needed to address social-emotional needs of students. Successful monitoring of grant activities and careful attention to expenditures during the grant period will ensure that the campus invests in activities that can be continued for years to come. The intent and focus is to build internal capacity and increase student achievement on the campus so that the initiatives are maintained and become part of the culture for staff, students and families at Rowland Elementary.

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 235902

Amendment # (for amendments only):

**Part 4: Sustainability.** What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide continued funding and support to sustain the reform after the grant period ends?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Educating and empowering all staff members to confidently address the unique needs of early learners and assume leadership roles on the campus will create long lasting capacity and change on the campus. Throughout the grant period, existing staff members will be trained in high yield instructional strategies, family/community engagement techniques and specific stages of child development and developmentally appropriate instruction. In addition, the grant funded early childhood instructional coach, counselor and social worker will provide daily support for all staff as they put their training into practice. Increased support as well as grant incentive opportunities will reduce staff turnover and strengthen the campus culture. With knowledge comes power and confidence and as a result of the support provided through the grant, Rowland staff members will confidently mentor new staff and share their expertise with new colleagues. Furthermore, the family engagement activities will create a culture and expectation for continued strong parental partnerships.

Effective, efficient, quality-centered and student-focused methods of grant management will ensure that the TTIPS grant project results in sustained and systemic change on the priority campus. VISD is committed to securing and allotting funds to address identified needs for sustained support beyond the grant period and will determine the essential activities to be sustained according to the timeline outlined below.

**VISD Plan for Sustainability**

<b>Activity</b>	<b>Description</b>	<b>Timeline</b>
Evaluation of Activities	All grant activities will be evaluated on a continuous basis. Effectiveness will be determined based on student achievement.	Quarterly (aligned with TAIS process)
Identification of Needs	Student achievement data will be used to identify needs of students, teachers and families. Funding to address needs will be allocated during the quarterly review.	Quarterly (aligned with TAIS process)
Annual Evaluation	A formal evaluation of each grant initiative will be conducted on an annual basis as part of the campus's CNA and CIP processes.	Annual
Year Four Focused Evaluation	Possible needs extending beyond the grant will be determined. For each need, district and campus staff will develop an estimate of funds necessary to sustain the campus's initiative beyond the grant period.	End of Year Four (May/June 2019)
Post-TTIPS Budget Development	District and campus administrators will use results of Year Four Focused Evaluation to develop a proposed budget for funds necessary to sustain efforts beyond year five.	June 2019
Identification of Available Funds	District personnel will coordinate funding sources to determine funds for sustained efforts and identify funding gaps. Funding sources to be coordinated include Title I and SCE funds, School Improvement Grants, Local School Improvement Funds, VISD Education Foundation Grants and Community Agency Grants.	July/August 2019
Aggressive Pursuit of Funding Sources	District personnel will research and pursue all opportunities for securing needed funds to address funding gaps identified in planning process.	September 2019-February 2020
Mid-Year Review	Midway through year five, campus and district personnel will review and adjust the Year Four Focused Evaluation, the Post TTIPS Budget Development Process and the Review of Available Funds. At this point, funding needs beyond the grant period will be finalized and fund allotted.	January 2020
Year Five Evaluation and Budget Development	Campus and district personnel will conduct an evaluation of the campus's Early Learning Model and a Comprehensive Needs Assessment to finalize needs beyond the grant period. Funding allocations will be finalized.	May 2020

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 235902

Amendment # (for amendments only):

**Part 1: Establishing Performance Measures.** Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To determine performance measures for individual students, campus and district staff with support from external consultants and the PSP will engage in a study of child development stages and state academic standards to define appropriate performance standards for students at each grade level/age. These performance standards or expectations will be used to create a profile of expectations for mastery by students at each grade level. This student profile or expected mastery template will be used by students, teachers and parents on an ongoing basis to celebrate strengths and identify areas of focus for each student. Students and parents will develop individualized goals aligned to the student's needs.

To establish performance measures for the campus, the grant manager, PSP and DCSI will assist the campus leadership team and grant staff in creating annual performance goals for each year of the grant period. After the APGs have been approved, the team will meet quarterly to review progress toward attainment of the goals. Each goal will be aligned to critical success factors and specific grant activities with a focus on continued growth and improvement over the five years of grant implementation. Specific data sources for each goal will be identified and files will be created to collect data necessary to track the campus's progress toward attainment of the APG. When progress is lower than the established goals require, the campus team will conduct a root cause analysis to determine barriers to their success. They will then adjust their improvement plan to include strategies to address the identified root causes and improve student performance. The established performance measures will be communicated and displayed on a regular basis and progress toward attainment of the measure will be tracked to ensure continued focus.

**Part 2: Data Collection.** Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data to be Collected	Process(es) for Collection
Student Achievement Data	All data used to track student growth and drive instructional decisions will be collected and disaggregated using Eduphoria. Students, teachers and principals will also maintain data notebooks illustrating progress toward performance goals. Reading specialists serving individual students will maintain lesson plans and formative assessment results to identify instructional strategies resulting in increased mastery for each student
Teacher Observational Data	Campus admin will use VISD walkthrough documents to conduct a minimum of 15 walkthroughs weekly. Walkthrough and observation data is stored in Eduphoria, and teacher, campus and district summaries are used in reflective conferences with teachers.
Teacher and Student Attendance Rates	Teacher attendance is tracked through the Subfinder and payroll systems. Student attendance is tracked through the teacher gradebook system as well as PEIMS.
Discipline Referral Counts / Action Codes	Discipline data is collected in the eschool plus system which also tracks action codes and allows administrators to calculate time lost to instruction due to ISS or OSS placements
Instructional Time	Instructional time will be tracked through campus schedules, walkthrough and observation data, intervention logs, small group instruction data and extended day/year logs.
Targeted Counseling and Agency Referrals	The grant counselor and social worker will maintain contact logs, lesson plans and referral data. Summaries of services will be maintained in confidential student files.
Family Participation and Contact Counts	The parent liaison, social worker and counselor will keep contact logs and records of all family engagement efforts. Monthly reports will summarize participation numbers.
Professional Dev Participation and Implementation	Instructional coaches and admin will use Eduphoria to track participation in prof dev activities. They will maintain PLC logs and coaching documents to track job-embedded prof dev activities and document implementation of the strategies.
Project Activity Results	Specific data sources including achievement data, financial records and observation notes for each project activity will be collected and analyzed for implementation level, impact on student achievement and cost effectiveness.

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**Schedule #15—Project Evaluation (cont.)**

County-district number or vendor ID: 235902

Amendment # (for amendments only):

**Part 3: Assessing effectiveness of interventions.** Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

Assessing the effectiveness of program activities begins with establishing performance measures or goals. Once appropriate goals are in place, the grant team can track the campus's progress and determine the impact of specific grant activities. Improvement requires more than merely completing activities, and Rowland Elementary has established a monitoring schedule for reviewing data to determine if strategies and interventions are being implemented effectively and impacting student achievement. The schedule includes both formative and summative assessment and the specific data tools and sources to be utilized. Assessing effectiveness and identifying and addressing potential problems will be ongoing and involve a plethora of data sources and activities as outlined in the table below:

Process	Data Source(s)	Staff Responsible
Review of Goals to ensure alignment to identified needs and grant activities	needs assessment, improvement plan, TTIPS Annual Performance Goals	Campus Leadership Team including administrators, PSP, DSCI, teacher leaders
Professional Learning Communities- student academic data review sessions (weekly)	state assessments, local benchmarks, curriculum based assessments (CBA), universal screeners, formative assessments, student data binders	Teachers, instructional coaches, campus & district administrators, external support providers
Quarterly Campus Leadership Team Comprehensive Campus Review to determine progress toward meeting campus APGs	state assessments, local benchmarks, CBA, universal screeners, formative assessments, attendance & discipline data, student & teacher data binders	Grade level leaders (PK-5), campus administrators, counselors, social worker, instructional coaches, district DCSI & grant manager
Parent & Community Engagement Review (monthly)	attendance data, parent contacts, parent involvement logs, parent referrals	Campus administrators, parent liaison, social worker, counselor, grant manager
Monthly Progress Reviews – Leadership & Teacher Effectiveness	Teacher & principal data binder, walkthrough data, student achievement data	DCSI, PSP, campus administrators

As outlined above, the campus leadership team will meet with their DSCI, PSP and/or grant manager at least once a month to review the data sources, discuss trends and identify potential project delivery problems. When data sources indicate that a grant activity is having little or no positive impact or potential impact on student achievement, the team will immediately work to adjust and strengthen implementation of the activity. Adjustments to grant activities will be communicated, as appropriate, to school staff, district staff, the VISD Superintendent of Schools and Board of Trustees and the Texas Education Agency.

Additionally, campus and district staff will monitor best practices at high performing comparable campuses to discover practices having the largest impact on student growth. If it is necessary for the district to modify its practices or policies in order to allow the campus to effectively implement interventions, the campus leadership team described above will present a proposed plan of action to appropriate district staff in order to seek approval. In all instances when the proposed plan includes a comprehensive approach to substantially improve student achievement outcomes, the district will provide operational flexibility and sustained support to the campus.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 2335902

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:

- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

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Victoria ISD is dedicated to utilizing research-based and research-verified practices that support district and campus initiatives. The district recruits, selects, utilizes and provides oversight to external providers that have a track record of success.

In all instances, prioritized needs, campus goals and improvement strategies as identified through the improvement planning process will drive the selection and recruitment of external service providers. Recruiting and selecting high quality external service providers whose services are aligned to critical success factors and campus improvement strategies is accomplished through a variety of methods. Victoria ISD will identify a reasonably sized pool of prospective external providers through a procurement process aligned to the requirements outlined in grant guidelines and by completing activities such as:

- Attending state and national conferences centered on the latest developments and research in public education
- Remaining committed to implementation of Professional Learning Communities and job-embedded prof dev
- Networking with other districts and region service centers from throughout the state
- Utilizing relevant Region III Education Service Center professional development
- Initiating contracts with external providers who present a solid research base and proven results
- Continuing contracts with external providers whose training, development, coaching and programs have yielded positive results for students and teachers in VISD
- Participating in professional organizations (TEPSA, TASA, TSNAP, ASCD, ACET)
- Seeking appropriate social-emotional and community-oriented services and supports for students and families
- Examining practices and providers being utilized by comparison group campuses and districts who are performing at a high level of student achievement

Once the pool of possible external service providers has been created, campus and district administrators will review the possible services to be provided to ensure alignment with the critical success factors, federal turnaround principles and campus improvement strategies. The review will include the provider's ability to positively impact student achievement through their work with comparable campuses. During this phase, the history and impact of each possible provider will be reviewed to determine if the provider has had success with similar campuses and projects. The risk assessment for contracting will include a review of work completed by the provider and contact with other districts/campuses who have utilized the provider's services.

After possible providers have been identified, all grant external providers will be processed through the VISD purchasing department and in compliance with VISD policy as well as pertinent state, federal and grant guidelines. No purchase of goods and services will occur outside the grant specifications and/or VISD's policies and procedures. The DCSI and grant manager, working collaboratively with business office staff, will facilitate and monitor all use of external consultants and ensure compliance with district policies and procedures.

Evaluation of all providers will be based on their documented contribution to increases in student achievement. The grant manager, DCSI, PSP and campus leadership team will collect data related to the use of the external service provider. Student achievement trends will be studied to determine if use of the external service provider contributed to increases in student achievement. In cases where there is a lack of improvement in student achievement, future use of the service provider will be adjusted or discontinued. When use of a provider does contribute to increased student achievement, the district will implement a plan to ensure sustainability of and commitment to the specific services offered by the provider. Building staff capacity through continued support for strategies and activities will ensure program continuation and sustainability in Victoria ISD.

External providers may be used to develop content experts on the campus to support implementation of differentiated instruction strategies, Kagan learning structures, higher level questioning strategies, positive behavior support, data disaggregation and data-driven instruction, family and student engagement initiatives and strategies for working with families living in poverty.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 235902

Amendment # (for amendments only):

**Statutory Requirement 2: External Provider Oversight.** Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

External provider performance will be monitored and reviewed on a regular basis using a variety of strategies.

- To proactively ensure success of external service providers, the campus administrators and/or grant manager will conference with the provider prior to the first services to ensure the provider has a thorough understanding of the campus's needs and the objectives to be accomplished through the services. The campus administrator or grant manager will follow up the conference with written clarification of the expectations and needs.
- The first time a provider is utilized; at least one member of the Campus Leadership Team (administrator, instructional coach and/or DCSI or grant manager) will be present and actively involved as a participant to facilitate the delivery of services and monitor alignment with the intended services.
- After the initial service is completed, the grant manager and campus administrators or instructional coaches will survey or interview the staff who worked directly with the provider to gather input regarding their services. Areas of input will include clarity of information provided, alignment of the information provided with identified needs of the participants, additional services or materials needed for implementation and readiness for implementation.
- In addition to surveys and interviews, instruments used to measure and monitor success of providers will include review of materials utilized by providers to ensure alignment with state standards and identified needs of campus, observational data outlining success of implementation and data outlining impact of implementation. The data will be directly related to the need and goal that necessitated the use of the provider and may include student performance data, family engagement data, enrollment data, etc.

Providers who follow all contractual requirements related to their specific services will be evaluated based on the outcomes of their work in relation to the campus's performance goals. In all instances, continuation of use of an external provider will rely on the impact of the service as evidenced in campus data.

If data does not indicate positive results from the services or if the services do not meet expectations, a corrective action or additional supports will be developed. When corrective actions or supports are necessary, the campus administrator and grant manager will work jointly to develop a plan of action. All corrective action plans will be documented and will include signatures of all parties involved. Possible actions may include a conference with the provider to outline specific needs and expectations for the services, additional materials or supplies to ensure success of the activity, additional time for more detailed services, etc. The campus team will utilize observational data and input from campus participants to determine the most appropriate corrective actions or supports. If corrective actions and supports must be put in place, the campus administrators and/or grant manager will be present at the delivery all future services by the provider.

If corrective actions or supports have not effectively ensured alignment between the provider's services and the identified needs of the campus, the use of the provider will be discontinued as outlined in VISD's contract for professional services. When discontinuing use of a provider, the grant manager and campus administrator will work closely with the human resources and purchasing offices to ensure that all steps as outlined in the contract and required by state and federal guidelines are followed.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 235902		Amendment # (for amendments only):
<b>Statutory Requirement 3: Pre-Implementation Year.</b> List and describe primary activities planned for the Planning/ Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
1.	Develop specific job descriptions and list of responsibilities for grant personnel	
2.	Recruit and hire to begin work in February/March of 2016: Social Worker / Family Support Specialist, Grant Counselor, TTIPS secretary, Early Childhood Instructional Coach, paraprofessionals for kindergarten classrooms, 3 hr. literacy specialists to work with 1 <sup>st</sup> and 2 <sup>nd</sup> graders	
3.	Recruit and hire to begin work in August of 2016: 2 additional Prekindergarten teachers, 1 additional Kindergarten teacher, paraprofessionals for added classrooms	
4.	Create parent advisory group and schedule meetings to plan initial parent involvement opportunities and publicize to parents	
5.	Obtain instructional materials and furniture needed to open two new prekindergarten classrooms and one new kindergarten classroom. Ensure that classrooms are fully inclusive and ensure access to and full participation by all students.	
6.	Obtain materials and resources needed for inclusive outdoor learning environment and create outdoor learning environments for instructional use and for parent training sessions	
7.	Publicize and recruit students for universal prekindergarten program. Collaborate with HeadStart to enroll as many 3 year olds from Rowland attendance zone in their program as possible	
8.	Secure instructional materials for use by literacy specialists when working with 1 <sup>st</sup> and 2 <sup>nd</sup> grade struggling readers.	
9.	Develop master schedule for 2016-2017 school year which includes scheduled time for small group instruction, accelerated instruction and one-on-one assistance for struggling readers.	
10.	Establish partnerships with community organizations and service providers and develop/refine procedures for referrals to social worker, counselor and outside agencies.	
11.	Create model classrooms for prekindergarten and kindergarten including smartboard technology and access to handheld technology. Use classrooms as location for summer planning and professional development.	
12.	Schedule and host summer planning sessions led by instructional coaches and attended by all grade level teams. During sessions, provide targeted professional development in revised Bloom's Taxonomy and high yield accelerated instruction practices, model strategies, practice strategies and plan for beginning of year.	
13.	Obtain technology needed to be able open school and offer access to computer labs and mobile carts beyond the regular school day.	
14.	Obtain interactive whiteboards for classrooms and train teachers on use of technology tool to deliver developmentally appropriate instruction.	
15.	Conduct study of T-TESS evaluation system, collect feedback from campus currently implementing the system and plan for implementation in fall of 2016.	
16.	Secure materials to be sent home with students for "at-home learning" including consumable readers	
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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 235902

Amendment # (for amendments only):

**Statutory Requirement 4: Coordinated and Integrated Efforts.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Victoria ISD has been committed to funding full day prekindergarten and kindergarten in past years. Currently, full day prekindergarten is available free of charge to all families who meet the state's criteria for the prekindergarten program. This program has been funded through a coordination of state, local and federal funds and currently operates under a 12 student to 1 adult ratio with a high qualified teacher and a highly qualified paraprofessional in each classroom. In the fall of 2015, the district is offering a tuition-based program for students who do not meet the state's criteria. However, tuition based enrollment at Rowland is very low because families residing in Rowland's attendance area who do not meet state requirements typically fall slightly above the income levels required for state eligibility and do not have the income to pay tuition. With TTIPS funds, the campus will add two additional prekindergarten classrooms to allow full day universal prekindergarten for all students residing in the Rowland Elementary attendance zone and to drop the class size. Funding for the students who qualify under the state guidelines will continue to be provided through existing funds, and TTIPS funds will be used to fund the program for students who do not meet the state criteria. Students living in the Rowland attendance zone will NOT be required to pay tuition. The target for class size will be 16-18 students with 20 being the maximum allowed. Grant funds will allow more students to be served and more attention given to each students.

The campus also currently houses 2 classrooms for preschool students with disabilities, but students in these classrooms have limited opportunities for inclusion. Grant funds will be utilized to create a fully inclusive classroom that serves up to 10 disabled students and up to 10 non-disabled students. This classroom will have a student to adult ratio of no more than 5 to 1 with 2 teachers and 2 paraprofessionals assigned to the class. The classroom environment will be updated to allow for full access and participation by all students. Additionally, a fully inclusive outdoor learning environment will be created with curriculum aligned to the state's prekindergarten guidelines and kindergarten and 1<sup>st</sup> grade TEKS. The outdoor learning environment will be used to supplement classroom instruction in the state standards and to provide opportunities for development of gross motor skills and fine motor skills. While using this area, students will engage in physical activities aligned to state standards. This outdoor space will also be utilized for physical and occupational therapy sessions.

Rowland Elementary currently provides full day kindergarten for all students with classrooms having a current student to teacher ratio of 22 to 1. Grant funds will be used to provide a highly qualified paraprofessional in each kindergarten classroom and to lower the maximum number of students in each room to 20 with a target of 18 students per room. This will reduce the student to adult ratio to 10 to 1 and ensure students have more access to individualized instruction and more frequent progress monitoring.

The campus currently has two instructional coaches who are funded through Title I. TTIPS funds will be used to add a third instructional coach to focus on the unique needs of students and teachers in grades PK – 1. This early childhood instructional coach will be an expert in early childhood instruction and curriculum and will provide daily support for teachers in these grades. The instructional coach will be available to provide continuous job-embedded professional development, model lessons and strategies, co-teach with new or struggling teachers and plan accelerated instruction opportunities.

In recent years, Rowland Elementary has implemented a master schedule with built in time for grade level planning through a Professional Learning Communities structures. PLCs have been implemented for K-5 teachers. With the TTIPS funds, the campus will expand PLCs to include PreK PLCs and to provide opportunities for vertical planning during PLCs.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 235902

Amendment # (for amendments only):

**Statutory Requirement 5: Principal Replacement**

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 4 implementation, the principal's first year at the applicant organization must have begun at or during school year 2014-2015. The principal may not have been principal of the applicant organization prior to school year 2014-2015.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:

Tammy Garza

Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:

August 2014

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 235902

Amendment # (for amendments only):

**Statutory Requirement 6: Rural LEA Flexibility**

Rural LEA Applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the option to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/ not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:	NA
Description of the modification:	NA
How intent of the original element remains/will be met:	NA

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 235902

Amendment # (for amendments only):

**Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth**

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	Rowland Elementary will be implementing the Texas Teacher Evaluation and Support System and the Texas Principal Evaluation and Support System during the 2016-2017 school year. Data sources for student growth will include district level pre and post tests, STAAR progress measures, CBAs and/or value added criteria. T-TESS includes three components: a goal-setting and professional development plan, the evaluation cycle (pre-conference, observation, post-conference), and student growth. Student growth will account for 20% of the evaluation.
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	The purpose of the TTESS and TPESS systems is to improve planning, instruction, the learning environment, and professional practices and responsibilities so that the refinement of each teacher's craft leads to improved student performance. The system includes multiple observation-based assessments and ongoing self-reflection, goal setting, action planning and progress monitoring. Staff members will engage in pre-conferences during which past performance data, evidence and artifacts, and walkthrough/observation data are used to set goals. The recommended system encourages annual evaluations comprised of multiple informal observations and walkthroughs and at least one formal observation. Before the formal observation, a goal-setting conference is held during which the teacher identifies curriculum and achievement goals to be accomplished during the observation. The system also includes post-conferences and summative conferences during which the teacher/principal will set goals for future growth.
Describe how the evaluation system was developed with teacher and principal involvement:	The evaluation system was created with input from principals and teachers throughout the state of Texas. During the 2014-2015 school year, T-TESS was piloted in approximately 60 districts across the state. Feedback from pilot districts is being used to refine T-TESS for implementation in approximately 250 districts during the 2015-2016 school year. During the spring and summer of 2016, Rowland staff will conduct a study of the system, gather feedback from VISD schools implementing the system in 2015-2016 and with district staff, refine the system for use on the Rowland campus in 2016-2017. District and campus administrative staff will continue to collect feedback from campuses that use T-TESS and will continue to improve and refine the district's implementation beyond the 2016-2017 school year.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 235902

Amendment # (for amendments only):

**Statutory Requirement 8: Educator Reward and Removal**

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	The educator incentive plan to be utilized by Rowland Elementary is a 3 tier system which allows educators to earn incentives through multiple pathways. Tier 1 of the system is based on the number of points earned by the educator through participation in a variety of activities such as extended day or year professional development activities, sponsorship of student club or activity, participation in family/community engagement efforts, educator attendance rate etc. Tier 2 is based on a student progress measure for a specific group of students such as the educator's homeroom class, or in instances when the educator is not assigned to a specific class, a group of students mentored by the educator. Student performance for Tier 2 is measured at the beginning of the year and again at the end of the year and compared to determine if the student made adequate progress. Tier 3 is also based on student progress but for a larger student group such as an entire grade level (for homeroom teachers) or the entire campus (for support staff who work with all students).
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	Campus administrators conduct a minimum of 15 classroom walkthroughs per week and participate in weekly PLCs to review student and teacher data. When a teacher is struggling, intervention is quick and intentional. Instructional coaches may intervene with additional classroom support, modeling and feedback. Campus administrators can print walkthrough & observation reports as well as student performance data from the Eduphoria system. These summary reports are then used as a springboard for conversation with the teacher. The data allows the administrator and teacher to pinpoint specific areas for improvement and develop a plan with input from the teacher. Plans may include activities such as targeted visits to observe other teachers in action, co-teaching with an instructional coach, targeted professional development, specific classroom management or instructional techniques, etc. Outcomes for teacher improvement are always tied to student performance / improvement goals.
Describe the criteria established for educator removal:	Teachers who are struggling but willing to implement all suggested activities will be given additional support and assistance with the goal of helping the teacher achieve success. Teachers who have been given this support and are working under a personalized improvement plan but fail to complete the required improvement strategies or fail to show progress in improving student performance will be recommended for removal. In these instances, campus administrators will work with district HR staff to ensure that all policies and procedures are followed.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 235902

Amendment # (for amendments only):

**Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students**

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND, or WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 235902

Amendment # (for amendments only):

**Statutory Requirement 10: Developing an Early College school-wide strategy**

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:	NA
Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is an good partner for your development:	NA
Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:	NA

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 235902

Amendment # (for amendments only):

**Statutory Requirement 11: Developing an Early College school-wide strategy (continued)**

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school year:

NA

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 235902

Amendment # (for amendments only):

**Statutory Requirement 12: Developing an Early College school-wide strategy (continued)**

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:

NA

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 235902

Amendment # (for amendments only):

**Statutory Requirement 13: High-quality preschool programming**

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver a preschool program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.	Rowland Elementary will offer a free, full day, universal prekindergarten program for all students living within the Rowland attendance zone. It is anticipated that the campus will have 4 prekindergarten classrooms, one of which will be a full inclusion classroom serving PPCD students within the regular prekindergarten. Each class will be limited to 20 students (target will be 16-18) and will be staffed by one highly qualified certified teacher and one highly qualified paraprofessional to create a maximum child-to-staff ratio of 10 to 1. The inclusion classroom will have 20 students with 2 HQ certified teachers (one sped certified) and at least 2 HQ paraprofessionals. The prekindergarten staff members will be paid on the same salary schedule as all teacher and instructional paraprofessionals in the district. The prekindergarten classrooms will follow a schedule established by the district's early childhood coordinator and the campus's Early Childhood Instructional Coach. The campus will deliver the prekindergarten program but will refer all 3 year olds living in their attendance zone to HeadStart if it appears the family meets criteria for the HeadStart program.
Indicate if the campus will partner with community-based provider to deliver the preschool.	
Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:	Rowland Elementary prekindergarten and PPCD classrooms will utilize the state approved Developmental Learning Materials (DLM) curriculum and scope and sequence which is aligned to the Texas Prekindergarten Guidelines. These standards were created with expert authors using over 160 of the most current research studies. The Texas Prekindergarten Guidelines not only provide expectations for end of year behaviors in ten domains (social and emotional development, language and communication, emergent literacy reading, emergent literacy writing, mathematics, science, social studies, fine arts, physical development, and technology) but they also provides examples of child behaviors at the beginning of the prekindergarten year, strategies for teachers to use to teach the skill, strategies for ELL's, and modifications for special needs students through the companion document. The district's early childhood coordinator, along the campus's early childhood instructional coach will work with teachers to ensure an understanding of how the prekindergarten guidelines support kindergarten readiness and vertical alignment across the elementary grades. Conscious Discipline techniques will also be used to address additional social emotional needs of students.
Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:	Prekindergarten performance data will be collected from numerous sources. To show growth throughout the Pre-K and Kindergarten years the campus will utilize Brigance III and/or ISIP and district pre and posttests. CLI Engage will be used for ongoing progress monitoring and access to resources including CIRCLE activities that target specific skills based on assessment results. In additional, observational data will be utilized to gather information on instructional practices and trends on the campus. District and campus coaching support will be given to not only assist teachers with classroom environment and best practices but also to guide teachers in how to use multiple sources of assessment data to drive instruction through small group accelerated instruction.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 235902

Amendment # (for amendments only):

**Statutory Requirement 14: Screening and Selecting Staff**

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	NA
Indicate the number of existing staff rehired for work in the turnaround model implementation:	NA
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	NA
Indicate the number of new staff hired for work in the turnaround model implementation:	NA
Indicate the start date for the new turnaround implementation staff; including rehires and new hires:	NA

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 235902

Amendment # (for amendments only):

**Statutory Requirement 15: New Governance Structure/Turnaround Office**

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 235902

Amendment # (for amendments only):

**Statutory Requirement 16: Whole-School Reform Model Developer**

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:

NA

Describe the record of success the model developer has shown in implementing whole-school reform strategies:

NA

Name and describe the study/studies examined that support the efficacy of the model selected.

Include information about the study's sample size and multi-site sampling.

Include key findings showing impact on student achievement.

Additionally, provide citations for the study publications:

NA

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 235902

Amendment # (for amendments only):

**Statutory Requirement 17: Operations under a Charter School Operator, CMO or EMO.**

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 235902

Amendment # (for amendments only):

**Statutory Requirement 18: Enrollment in higher achieving schools**

Applicants proposing a **CLOSURE** model must enroll students who attended the school a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 235902

Amendment # (for amendments only):

**TEA Program Requirement 1: Interventions to meet Model Requirements and Timeline**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Critical Success Factor:*****Academic Performance/Improve the Instructional Program***

Planned Intervention		Period for Implementation	
1.	Clearly define and implement balanced literacy program incorporating strategies and resources such as DLM curriculum, Neuhaus Education Center, Writing Academy, Decodable and leveled readers, Fountas & Pinell resources to ensure that students are proficient readers and writers by the end of 2 <sup>nd</sup> grade.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	Increase hands-on instructional opportunities by adding science lab teacher who assists teachers in planning and implementing indoor and outdoor science labs and activities for all students on a weekly basis	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	Conduct ongoing needs assessment to determine needs of disabled students and identify individualized accommodations and supports necessary so that all children can access and participate fully in learning activities. Create fully inclusive learning environments and provide support necessary to ensure student success.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	Use assessment data and small group planning tools to intentionally group students according to common needs for both tier 1 small group targeted instruction and accelerated instruction groups. Utilize instructional paraprofessionals in PreK and K and part-time literacy specialist in grades 1 and 2 to provide small group or one-on-one accelerated instruction and enrichment using materials such as the Fountas & Pinnell leveled literacy kits and Flyleaf publishing decodable readers	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
5.	Conduct study of revised Bloom's Taxonomy and work in PLCs to develop key questions to promote critical thinking and problem solving. Identify cognitive level of student tasks when lesson planning and teach students metacognitive strategies to monitor their own critical thinking and comprehension.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
6.	Engage in Instructional Rounds process to identify campus patterns and trends. Determine areas of focus and design specific activities for improvement. Utilize both internal rounds conducted by campus teachers and external rounds conducted by district staff and personnel from other campuses.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
7.	Plan, design and create an inclusive outdoor learning environment and obtain or create a curriculum that aligns outdoor activities to the PK guidelines and the Kindergarten and 1 <sup>st</sup> grade TEKS.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 235902

Amendment # (for amendments only):

**TEA Program Requirement 2: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Critical Success Factor:*****Increase Teacher Quality***

Planned Intervention		Period for Implementation	
1.	Secure an instructional coach (IC) trained in peer coaching and data-disaggregation and equipped to address the unique and specific needs of teachers in grades PK – 1 <sup>st</sup> . The instructional coach will conduct classroom support visits, model lessons, provide job-embedded PD, co-teach and make research-based suggestions. The IC will also assist with the planning and initial implementation of the Early Learning Model.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	Utilize external consultants in the areas of literacy, math, science, student engagement and data-disaggregation to provide high quality professional development for PK – 5 <sup>th</sup> grade teachers. Focus on understanding of grade level TEKS as well as vertical alignment and utilize job-embedded coaching model as well as extended week or year opportunities.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	Meet with grade level teams and inclusion staff (Prekindergarten – 5 <sup>th</sup> grade) in weekly PLC meetings to review student data and plan instruction to address areas of focus as identified in data analysis. Meetings will be facilitated by instructional coaches and/or campus administrators. Utilize model classrooms in prekindergarten and kindergarten to model lessons and practice instructional delivery during PLC time.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	Utilize Children's Learning Institute (CLI) <i>CLI Engage</i> platform to design individual professional development plans for prekindergarten and PPCD teachers and paraprofessionals. Base plan for each teacher on data collected during classroom support visits conducted by Early Childhood Instructional Coach.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
5.	Identify key campus initiatives and monitor implementation of the initiatives through campus visits conducted by instructional coaches and administrators. Use the visits to coach teachers in the implementation of identified initiatives.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
6.	Utilize highly effective teachers as mentors for new/struggling teachers. Provide time for mentors and mentees to co-teach, plan together and observe one another. Provide adequate compensation for mentor teachers. Design support "menu" for new and/or struggling teachers and use the "menu" to develop individualized plans for teachers who are not meeting expected levels of student growth.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
7.	Provide at least one day per quarter for teachers to have extended planning time, visit peer teachers' classrooms, attend PD, co-teach with a mentor, etc. Specific activities will be selected to meet individual needs of teacher	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5

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By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 235902

Amendment # (for amendments only):

**TEA Program Requirement 3: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Critical Success Factor:*****Increase Leadership Effectiveness***

Planned Intervention		Period for Implementation	
1.	Create campus support team including DCSI, grant manager and PSP. Meet monthly with principal to review campus data, track student progress, set goals and develop plans of action.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	Host leadership retreat and planning session for campus leadership team. During planning session, encourage shared leadership and responsibility, develop leadership team goals, divide specific responsibilities and create timelines for implementation and monitoring.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	Develop individualized plans for professional growth for each member of leadership team. Provide opportunities for on-going job-embedded professional development for leadership team members including PLCs, collaboration with other VISD campuses, individualized professional development, online learning, etc.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	Contact highest performing campuses in campus comparison group and visit campuses that are consistently performing in quartile 1 and earning distinction designations. Identify commonalities among the highest performing campuses in the campus comparison group and work with leadership team to adapt strategies for campus implementation.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
5.	Give the school sufficient operational flexibility to implement fully a comprehensive approach to substantially improve student achievement - including staffing, budgeting, planning extended learning opportunities, resources, etc	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
6.	Provide additional contract days for instructional coaches to allow them to host summer planning days with each grade level and to prepare for effective coaching of teachers.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
7.	Utilize staff, student and family surveys to gather feedback and use survey feedback in improvement planning.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 235902

Amendment # (for amendments only):

**TEA Program Requirement 4: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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**Critical Success Factor:**

***Increase Use of Quality Data to Inform Instruction***

Planned Intervention		Period for Implementation	
1.	Utilize Children's Learning Institute (CLI) <i>CLI Engage</i> platform to monitor progress of prekindergarten and PPCD students. Match student's identified needs with CIRCLE activities and CLI resources to develop individualized instruction plans.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	Use campus student performance data to identify priority needs for campus. For each priority area, identify and implement instructional strategies that are research-based, developmentally appropriate, vertically aligned and aligned with state standards.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	Utilize formative checkpoint assessments (three week cycle) to monitor alignment to scope & sequence, instructional delivery and student progress. Use results to make instructional adjustments and identify content that needs to be retaught.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	Utilize data disaggregation tools to identify hot spots in curriculum and engage in in deep study of identified TEKS. Align rigor of TEKS to appropriate level in revised Bloom's Taxonomy and design instruction to ensure student product is at required level of rigor or higher.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
5.	Create walkthrough and observation summaries in Eduphoria and analyze monthly with staff to monitor campus implementation of research based strategies and alignment of instruction to TEKS.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
6.	Compile student, teacher and principal data notebooks and use Quality Tools strategies to set goals, develop plans and track progress.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
7.	Include grant counselor and social worker in leadership PLCs and RtI meetings to provide data regarding social emotional needs of families and students and to design appropriate plans for these students.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 235902

Amendment # (for amendments only):

**TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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**Critical Success Factor:*****Increase Learning Time***

Planned Intervention		Period for Implementation	
1.	Lower student to staff ratio in grades PK – 2 by adding additional staff including extra PK teachers to lower ratio to less than 10 to 1, paraprofessionals and teacher in Kindergarten classrooms to lower student to staff ratio to 10 to 1, reading specialists in Grades 1 & 2 to provide one-on-one tutorials for students reading below expected level	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	Open school beyond traditional hours to provide access to computer labs, homework help and enrichment opportunities. During extended hours, offer parent sessions, opportunities for parents to learn with students and access to community services or referrals to community services that support their children's learning and development.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	Provide all teachers (PK – 5 <sup>th</sup> grade and support staff) with opportunities for extended professional development and joint planning across grade levels. Opportunities may include extended day sessions, Saturday sessions and summer learning opportunities.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	Increase technology access and utilize computer labs, mobile labs, smartboards, tablets, etc to provide additional access to technology-based instructional software before, during and after school. Offer opportunities for staff members to attend technology conferences such as Technology & Tots.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
5.	Provide extended day, week and/or year learning academies for students at all grade levels based on disaggregated assessment data. Ensure extended day access to technology tools and computer intervention programs. Group students according to instructional needs and areas of interest.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
6.	Provide opportunities for students to participate in service learning opportunities to address an identified need within the school's neighborhood.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
7.	Utilize positive behavior support strategies to increase student engagement and learning time while reducing absences and misbehaviors which result in a loss of instructional time. Utilize counseling program such as Ripple Effects to provide individual and small group social skills instruction.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 235902

Amendment # (for amendments only):

**TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

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**Critical Success Factor:**

***Increase Parent/Community Engagement***

Planned Intervention		Period for Implementation	
1.	Employ additional counselor and campus social worker to assess needs of students and families, reach out to establish positive relationships with parents and community stakeholders and address social emotional needs of students and families.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	Form parent advisory committee to meet with social worker, grant counselor and grant manager at least 4 times per year (quarterly) to review grant activities, plan opportunities for parents to be involved in activities and develop parent academy sessions including parent instructional support strategies to be used in indoor and outdoor learning environments	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	Utilize the parent section of Children's Learning Institute (CLI) <i>CLI Engage</i> platform to provide prekindergarten and PPCK parents with information regarding their child's academic and social development. Create parent resource center with additional resources for parents.	<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	Host at least two face-to-face parent conferences during each school year with at least one being a student-led conference during which students assume the leadership role and share their progress toward achieving goals.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
5.	Partner with community organizations and/or businesses to provide extended day, week or year enrichment opportunities. Offer scholarships to families to enable students to participate in extended day camps, classes or team sports held on the campus. Encourage parent volunteers to assist with enrichment activities.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
6.	Utilize social worker, grant counselor and parent liaison to implement family support groups and provide time for families to come together to learn about specific topics of interest, share challenges and support one another. Make referrals to outside agencies as needed.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
7.	Provide opportunities for parents and students to learn together before, during and/or after school. Focus on decoding, comprehension, oral language, math computation and problem solving strategies,	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 235902

Amendment # (for amendments only):

**TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

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**Critical Success Factor:**

***Improve School Climate***

Planned Intervention		Period for Implementation	
1.	Expand prekindergarten program to offer free universal full day prekindergarten to all students residing within the Rowland Elementary school attendance zone. Ensure that classrooms are fully inclusive.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	Identify and reward school leaders, teachers and other staff who, in implementing the Early Learning Model, have increased student achievement. Utilize a three-tiered staff incentive plan that rewards staff for their commitment to campus improvement initiatives and for their impact on student achievement.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	Increase opportunities for students and families to participate in enrichment programs and/or clubs. Ensure that enrichment programs include opportunities for parents to learn alongside their children.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	Identify students with less than 95% attendance and utilize grant counselor and/or social worker to provide support for these families. Grant staff will work with families to identify root cause underlying attendance issues and develop plans with specific strategies for each family to improve attendance.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
5.	Identify students with 3 or more discipline referrals. Grant counselor and/or social worker will meet with these students and work to determine the function of their behavior and develop appropriate intervention plans.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
6.	Survey staff using Staff Culture Rubric (TCDSS website). Analyze survey results and use to identify 3 target areas for improving campus culture. Utilize Campus Culture Guide to develop specific plan of action.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
7.	Identify campus values and create specific descriptions of expected behaviors aligned to identified values.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 235902

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 235902

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID:235902

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID:235902

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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